Index □ Volume 36, 1988

ARTICLES *(by title)*

The contribution of metaphysics to instructional technology: An existentialist perspective based on Sartre's *Being and Nothingness*, David M. Moore and James W. Garrison, 36:1, 33–34

The effects of practice and orienting activities on learning from interactive video, Timothy L. Phillips, Michael J. Hannafin, and Steven D. Tripp, 36:2, 93–102

Functional, cognitive, and semiotic factors in the development of audiovisual comprehension, Nada Korac, 36:2, 67–91

Implications of cognitive theory for instructional design: Revisited, Jody Bonner, 36:1, 3–14

Instructional design for heuristic-based problem solving, Albert L. Ingram, 36:4, 211–230

Obtaining more out of less text in CBI: Effects of varied text density as a function of learner characteristics and control strategy, Steven M. Ross, Gary R. Morrison, and Jacqueline K. O'Dell, 36:3, 131–142

Psychotechnology as instructional technology: Systems for a deliberate change in consciousness, Connie Hanson and David G. Gueulette, 36:4, 231–242

Recontextualizing computers in education: A response to Streibel, Suzanne K. Damarin, 36:3, 147–152

Repurposing children's television for the classroom: Teachers' use of "Square One TV" videocassettes, Milton Chen, Jan Ellis, and Karen Hoelscher, 36:3, 161–178

A response to Robert Heinich and Suzanne Damarin, Michael J. Streibel, 36:3, 153–160

Teaching common errors in applying a procedure, Stephen Marcone and Charles M. Reigeluth, 36:1, 23–32

Text density level as a design variable in instructional displays, Gary R. Morrison, Steven M. Ross, and Jacqueline K. O'Dell, 36:2, 103–115

The use of computers in education: A response to Streibel, Robert Heinich, 36:3, 143–145

Using "Sesame Street" to facilitate children's recognition of letters and numbers, Robert A. Reiser, Naja Williamson, and Katsuaki Suzuki, 36:1, 15–21

Visual media, attitude formation, and attitude change in nursing education, Joy Schermer, 36:4, 197–210

ARTICLES *(by author)*

Bonner, Jodi, Implications of cognitive theory for instructional design: Revisited, 36:1, 3–14

Chen, Milton, Jan Ellis, and Karen Hoelscher, Repurposing children's television for the classroom: Teachers' use of "Square One TV" videocassettes, 36:3, 161–178

Damarin, Suzanne K., Recontextualizing computers in education: A response to Streibel, 36:3, 147–152

Ellis, Jan. *See* Chen, Milton.

Garrison, James W. *See* Moore, David M.

Gueulette, David G. *See* Hanson, Connie.

Hannafin, Michael J. *See* Phillips, Timothy L.

Hanson, Connie, and David G. Gueulette, Psychotechnology as instructional technology: Systems for a deliberate change in consciousness, 36:4, 231–242

Heinich, Robert, The use of computers in education: A response to Streibel, 36:3, 143–145

Hoelscher, Karen. *See* Chen, Milton.

Ingram, Albert L., Instructional design for heuristic-based problem solving, 36:4, 211–230

Korac, Nada, Functional, cognitive, and semiotic factors in the development of audiovisual comprehension, 36:2, 67–91

Marcone, Stephen, and Charles M. Reigeluth, Teaching common errors in applying a procedure, 36:1, 23–32

Moore, David M., and James W. Garrison, The contribution of metaphysics to instructional technology: An existentialist perspective based on Sartre's *Being and Nothingness*, 36:1, 33–34
Morrison, Gary R., Steven M. Ross, and Jacqueline K. O'Dell, Text density level as a design variable in instructional displays, 36:2, 103–115. *Also see* Ross, Steven M.
O'Dell, Jacqueline K. *See* Ross, Steven M.; Morrison, Gary R.
Phillips, Timothy L., Michael J. Hannafin, and Steven D. Tripp, The effects of practice and orienting activities on learning from interactive video, 36:2, 93–102
Reigeluth, Charles M. *See* Marcone, Stephen.
Reiser, Robert A., Naja Williamson, and Katsuaki Suzuki, Using "Sesame Street" to facilitate children's recognition of letters and numbers, 36:1, 15–21
Ross, Steven M., Gary R. Morrison, and Jacqueline K. O'Dell, Obtaining more out of less text in CBI: Effects of varied text density as a function of learner characteristics and control strategy, 36:3, 131–142. *Also see* Morrison, Gary R.
Schermer, Joy, Visual media, attitude formation, and attitude change in nursing education, 36:4, 197–210
Streibel, Michael J., A response to Robert Heinich and Suzanne Damarin, 36:3, 153–160
Suzuki, Katsuaki. *See* Reiser, Robert A.
Tripp, Steven D. *See* Phillips, Timothy L.
Williamson, Naja. *See* Reiser, Robert A.

INTERNATIONAL REVIEWS

Interpretation of image content, by Rune Pettersson, 36:1, 45–55.
Preliminary study of improving China TV University instructional materials, by Zhao Yuhui. *Reviewed by* Clement Chow, 36:2, 121–122.
Video education centers to meet student needs in Turkish distance education programs, by Marina Stock McIsaac, Karen L. Murphy, Ugur Demiray, and Murat Barkan, 36:3, 182–185.

BOOK REVIEWS *(by title)*

The design and development of computer-based instruction, J. Steven Soulier. *Reviewed by* Brent Wilson, 36:1, 38–40.
The design, development, and evaluation of instructional software, Michael J. Hannafin and Kyle L. Peck. *Reviewed by* R. Scott Grabinger, 36:1, 35–38.
Information power: Guidelines for school library media programs (with associated planning guide, discussion guide, and video), the American Association of School Librarians and Association for Educational Communications and Technology. *Reviewed by* Judith K. Meyers, 36:3, 179–181.
The psychology of illustration, Volume 2, Instructional issues, Harvey A. Houghton and Dale M. Willows (Eds.). *Reviewed by* David M. Moore, 36:2, 117–119.
When machines teach: Designing computer courseware, by Arnold Keller. *Reviewed by* David H. Jonassen, 36:1, 40–42.

BOOK REVIEWS *(by author or editor)*

American Association of School Librarians and **Association for Educational Communications and Technology,** Information power: Guidelines for school library media programs (with associated planning guide, discussion guide, and video). *Reviewed by* Judith K. Meyers, 36:3, 179–181.
Association for Educational Communications and Technology. *See* American Association of School Librarians.
Hannafin, Michael J., and Kyle L. Peck, The design, development, and evaluation of instructional software. *Reviewed by* R. Scott Grabinger, 36:1, 35–38.
Houghton, Harvey A., and Dale M. Willows (Eds.), The psychology of illustration, Volume 2, Instructional issues. *Reviewed by* David M. Moore, 36:2, 117–119.
Keller, Arnold, When machines teach: Designing computer courseware. *Reviewed by* David H. Jonassen, 36:1, 40–42.
Peck, Kyle L. *See* Hannafin, Michael J.
Soulier, Steven J., The design and development of computer-based instruction. *Reviewed by* Brent Wilson, 36:1, 38–40.
Willows, Dale M. *See* Houghton, Harvey A.

BOOK REVIEWERS

Chow, Clement, 36:2, 121–122.
Grabinger, R. Scott, 36:1, 35–38.
Jonassen, David H., 36:1, 40–42.
Meyers, Judith K., 36:3, 179–181.
Moore, David M., 36:2, 117–119.
Wilson, Brent, 36:1, 38–40.

RESEARCH ABSTRACTS *(by title)*

Acquisition of basic computer programming concepts by children, Rafi Nachmias and others, 36:4, 245.
Adjunct questions and mediated self instruc-

tion: Comparisons of lookback and no-lookback procedures with high or low level questions, massed or inserted in text, Harry Mouton and Charles M. Reigeluth, 36:2, 123.
A comparison of a microcomputer progressive state drill and flashcards for learning paired associates, James D. Klein and David F. Salisbury, 36:1, 61.
Computer-based instruction research: Implications for design, Steven M. Ross, and others, 36:1, 60.
Computers and education: Which role for international research? Proceedings of the Stanford/UNESCO symposium, California, March 1986, Martin Carnoy and Liza Loop, 36:4, 246.
Computers and instructional design: Component display theory in transition, Brent G. Wilson, 36:4, 243.
Costs, effects, and utility of microcomputer-assisted instruction, David E. Hawley and others, 36:4, 245.
Educational computing and cognitive skills: Curricular issues and Prolog prospects, Roger P. Johanson, 36:4, 244.
The effect of CAI on the performance of elementary students, Frederick M. Podolski, 36:2, 123.
The effect of three different kinds of feedback: Hint, correct answer, and right/wrong, Betty Feng and Charles M. Reigeluth, 36:2, 124.
The effect of varied practice activities in complementing visualized instruction, Carol A. Dwyer, 36:1, 58.
The effects of analogies on student motivation and performance in an eighth-grade science context, Ruth V. Curtis and Charles M. Reigeluth, 36:2, 125.
The effects of format and structure of a synthesizer on procedural-decision learning, Chun-I Chao and Charles M. Reigeluth, 36:3, 188.
Effects of media on children's inference justifications, Stephen R. Rodriguez and others, 36:1, 62.
The effects of practice and orienting activities on learning from interactive video, Timothy Phillips and others, 36:4, 246.
The effects of program embedded learning strategies, using an imagery cue strategy and an attention directing strategy, to improve learning from micro computer based instruction (MC3I), William Taylor and others, 36:4, 246.
Effects of using on-screen learning aids and reading performance, Hsiang-Chi Julie Chu, 36:1, 61.
Field dependence-independence and learning from instructional text, Merton F. Thompson and Marcia E. Thompson, 36:1, 60.
How does the match between media and learners' preferred perceptual modes affect literacy and learning?, Suzanne M. Griffin, 36:1, 59.
The impact of computer use on children's learning: What research has shown and what it has not, Henry Jay Becker, 36:3, 188.
An instructional theory for the design of computer-based simulations, Charles M. Reigeluth and Ellen Schwartz, 36:3, 189.
Interactive television: The influence of user control and interactive structure, Diana Gagnon, 36:4, 247.
An investigation on the effects of alternative strategies for sequencing instruction on basic skills, Charles M. Reigeluth, 36:2, 125.
Learner versus program control in computer assisted instruction, Mable B. Kinzie, and others, 36:1, 59.
Media effects in behavior modeling training, Lee J. Konczak and Dennis L. Dossett, 36:3, 190.
Motivational design, John M. Keller, 36:3, 187.
The motivational effects of types of computer feedback on children's learning and retention of relational concepts, Eleanor Armour-Thomas, and others, 36:1, 58.
An object-oriented architecture for intelligent tutoring systems, Jeffrey Bonar and others, 36:4, 247.
Prose-relevant pictures and recall from science text, Gary J. Anglin and J. Truman Stevens, 36:1, 57.
Representing system behaviors and expert behaviors for intelligent tutoring, Douglas M. Towne and others, 36:4, 248.
The role of evaluation in course and curriculum design: Teaching and learning in higher education, Henry Ellington, 36:3, 189.
The role of practice versus cuing during computer-based instruction, Michael J. Hannafin, 36:1, 58.
Teaching common errors in applying a procedure, Alberto O. Garduno and others, 36:2, 124.
Text generation: The problem of text structure, William C. Mann, 36:3, 189.
Time on task analysis of the Logan High School Wandah Project, Glen Lathan and Charles G. Stoddard, 36:3, 187.
Type and position of adjunct questions: Their effects on memory and application, Afnan Darwazeh and Charles Reigeluth, 36:4, 244.
The use of computers in text research: Some reflections on a seminar, Walter Wager, 36:3, 190.
Which technology for what purpose? The state of the argument about research on learning from media, Richard E. Clark, 36:4, 244.

RESEARCH ABSTRACTS
(by author)

Anglin, Gary J., and J. Truman Stevens, Prose-relevant pictures and recall from science text, 36:1, 57.
Armour-Thomas, Eleanor, and others, The motivational effects of types of computer feedback on children's learning and retention of relational concepts, 36:1, 58.
Becker, Henry Jay, The impact of computer use on children's learning: What research has shown and what it has not, 36:3, 188.

Bonar, Jeffrey, and others, An object-oriented architecture for intelligent tutoring systems, 36:4, 247.
Carnoy, Martin, and Liza Loop, Computers and education: Which role for international research? Proceedings of the Stanford/UNESCO symposium, California, March 1986, 36:4, 246.
Chao, Chun-I, and Charles M. Reigeluth, The effects of format and structure of a synthesizer on procedural-decision learning, 36:3, 188.
Clark, Richard E., Which technology for what purpose? The state of the argument about research on learning from media, 36:4, 244.
Curtis, Ruth V., and Charles M. Reigeluth, The effects of analogies on student motivation and performance in an eighth-grade science context, 36:2, 125.
Darwazeh, Afnan N., and Charles Reigeluth, Type and position of adjunct questions: Their effects on memory and application, 36:4, 244.
Dossett, Dennis L. *See* Konczak, Lee J.
Dwyer, Carol A., The effect of varied practice activities in complementing visualized instruction, 36:1, 58.
Ellington, Henry, The role of evaluation in course and curriculum design: Teaching and learning in higher education, 36:3, 189.
Feng, Betty, and Charles M. Reigeluth, The effect of three different kinds of feedback: Hint, correct answer, and right/wrong, 36:2, 124.
Gagnon, Diana, Interactive television: The influence of user control and interactive structure, 36:4, 247.
Garduno, Alberto O., and others, Teaching common errors in applying a procedure, 36:2, 124.
Griffin, Suzanne M., How does the match between media and learners' preferred perceptual modes affect literacy and learning?, 36:1, 59.
Hannafin, Michael J., The role of practice versus cuing during computer-based instruction, 36:1, 58.
Hawley, David E., and others, Costs, effects and utility of microcomputer-assisted instruction, 36:4, 245.
Hsiang-Chi Julie Chu, Effects of using on-screen learning aids and reading performance, 36:1, 61.
Johanson, Roger P., Educational computing and cognitive skills: Curricular issues and Prolog prospects, 36:4, 244.
Keller. John M., Motivational design, 36:3, 187.
Kinzie, Mable B., and others, Learner versus program control in computer assisted instruction, 36:1, 59.
Klein, James D., and David F. Salisbury, A comparison of a microcomputer progressive state drill and flashcards for learning paired associates, 36:1, 61.
Konczak, Lee J., and Dennis J. Dossett, Media effects in behavior modeling training, 36:3, 190.
Latham, Glen, and Charles G. Stoddard, Time on task analysis of the Logan High School Wandah Project, 36:3, 187.
Loop, Liza. *See* Carnoy, Martin.
Keller, John M., Motivational design, 36:3, 187.
Mann, William C., Text generation: The problem of text structure, 36:3, 189.
Mouton, Harry, and Charles M. Reigeluth, Adjunct questions and mediated self instruction: Comparisons of lookback and no-lookback procedures with high or low level questions, massed or inserted in text, 36:2, 123.
Nachmias, Rafi, and others. Acquisition of basic computer programming concepts by children, 36:4, 245.
Phillips, Timothy L., and others, The effects of practice and orienting activities on learning from interactive video, 36:4, 246.
Podolski, Frederick M., The effect of CAI on the performance of elementary students, 36:2, 123.
Reigeluth, Charles M., An investigation on the effects of alternative strategies for sequencing instruction on basic skills, 36:2, 125; with Ellen Schwartz, An instructional theory for the design of computer-based simulations, 36:3, 189. *Also see* Darwazeh, Afnan; Mouton, Harry; Feng, Betty; Curtis, Ruth V.; Chao, Chun-I.
Rodriguez, Stephen R., and others, Effects of media on children's inference justifications, 36:1, 62.
Ross, Steven M., and others, Computer-based instruction research: Implications for design, 36:1, 60.
Salisbury, David F. *See* Klein, James D.
Schwartz, Ellen. *See* Reigeluth, Charles M.
Stevens, J. Truman. *See* Anglin, Gary J.
Stoddard, Charles G. *See* Latham, Glen.
Taylor, William, and others, The effects of program embedded learning strategies, using an imagery cue strategy and an attention directing strategy, to improve learning from micro computer based instruction (MCBI), 36:4, 246.
Thompson, Marcia E. *See* Thompson, Merton E.
Thompson, Merton E., and Marcia E. Thompson, Field dependence-independence and learning from instructional text, 36:1, 60.
Towne, Douglas M., and others, Representing system behaviors and expert behaviors for intelligent tutoring, 36:4, 248.
Wager, Walter, The use of computers in text research: Some reflections on a seminar, 36:3, 190.
Wilson, Brent G., Computers and instructional design: Component display theory in transition, 36:4, 243.